

PERFORMANCE MEASURES WORKSHEETS DEFINITIONS

Managing performance is about articulating clear expectations, paying attention to what is going on, and providing actionable feedback to decision-makers up and down the value chain. Your communication about expectations and results is stronger when it is clear. These definitions are intended to help you be clear in communicating concepts related to performance measures, so you can engage others in getting the support and performance results you need.

INPUT: Inputs at the agency or program level are more than FTE's and dollars – they include authorizations, statutes, executive orders, constraints and limitations. There are also the submerged or hidden inputs - such as assumptions, precedents, and “the way we’ve always done things.”

For any given process there are specific inputs (resources) a work group needs to carry out their work – staff skills, equipment capacities and limitations, physical space, data, data processing capability, policies, etc. When you think about what you need to get the job done, be process specific - don't overlook all the various inputs that you need.

ACTIVITY or PROCESS: If you watched your staff in action, what would you actually **see** them doing? (*HINT: You would NOT see them 'ensuring,' 'regulating,' 'providing,' 'administering,' 'implementing' or 'supporting.'*) You might see them 'inspecting,' 'training,' 'auditing,' 'contracting,' or 'negotiating.' If you're stuck trying to come up with an activity - check out the job titles of the people doing it. Convey activity with a action verb that ends in '-ing.' *Ex: "Inspecting food processing facilities", "recruiting qualified staff."*

OUTPUT: An effective activity is one that converts inputs into a tangible, useful product or service that is given directly to some recipient. Avoid using the same word to describe the activity and its

STRATEGIC PLANNING

output. EVERY activity has an output. *Ex: The activity of 'auditing' produces 'findings,' 'reports,' 'certifications,' etc. Policy analysts produce 'recommendations,' 'options,' and 'proposals.'*

OUTPUT MEASURES: Outputs are very 'countable.' Most of the time, our output measures can be phrased as "number of..." (ex: number of recommendations made, number of sites visited.) Sometimes we have a unit of measure *Ex: number of miles of road striped, number of pounds of beef inspected.*

OUTCOME: An outcome is a change in the situation, which can be attributed – at least in part – to an activity. Activities are only valuable to the extent that they either improve a situation or keep it from worsening.

To identify the immediate outcomes, ask yourself, 'what has changed – or not changed - because we did that activity?' or 'What did we leave in our wake' *Ex: "Farmers have the information they need to apply pesticide safely," or "Motorists are reminded of the speed limit."*

The next level - intermediate outcome - is one over which we have less 'control' – the changes in behavior that happen on the side of the recipient.

Troopers patrol the highways (activity) and issue tickets to speeders (output). The immediate outcome is that speeders are reminded of the speed limit and are temporarily removed from the road. Did they change their behavior – and slow down? That would be an intermediate outcome. And, if they did that, did the number of collisions - or the number of fatalities or the cost of the damage done – go down? We can identify many intermediate outcomes, but ultimately, the outcome we seek are highways that are safer.

OUTCOME MEASURES: Outcomes are not hard to measure, but it is often difficult to determine the extent to which we contributed to that outcome. We can measure the number of drivers reminded to slow down, the percent of people who are speeding, the fatality rates on highways. It's not so clear from the measures alone how much we contributed to those outcomes...but without those measures, we cannot perform any analysis to determine what factors do influence the behaviors we seek.

For that reason, the only outcome measures that are really measures of individual or workgroup 'performance' are those that can be clearly attributed – in whole or in part – to their work.

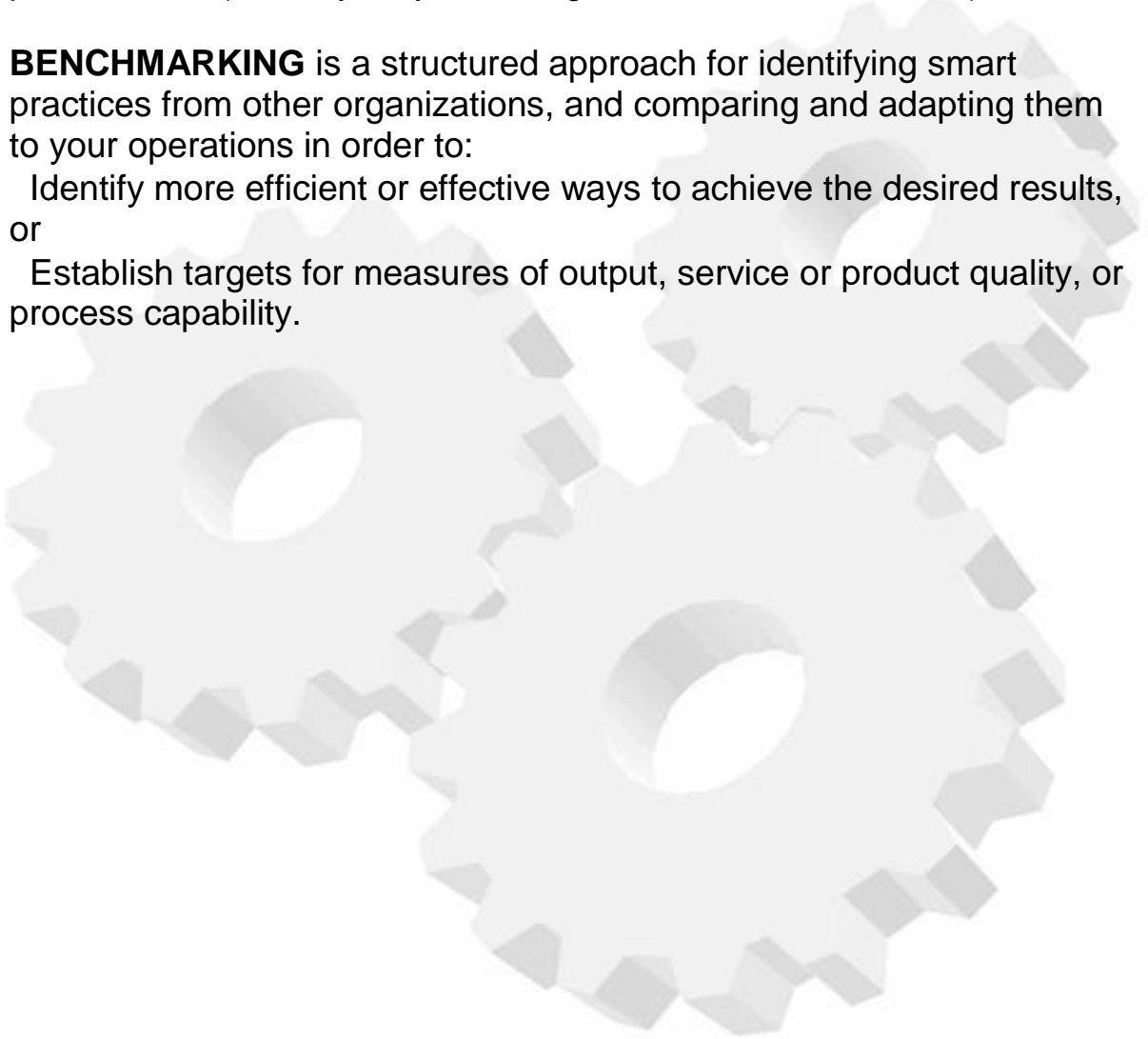
BASELINE: The value of the measure when the observation period started.

TARGET: The value to be achieved by a date certain.

BENCHMARK: Point of reference used to measure process performance (not a synonym for target, baseline or milestone)

BENCHMARKING is a structured approach for identifying smart practices from other organizations, and comparing and adapting them to your operations in order to:

- Identify more efficient or effective ways to achieve the desired results, or
- Establish targets for measures of output, service or product quality, or process capability.



References & Resources

Behn, Robert, <http://www.ksg.harvard.edu/TheBehnReport/Archives.special.htm>

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Moore, Mark, [Creating Public Value](#)

Norton, David and Kaplan, Robert, [The Balanced Scorecard: Translating Strategy into Action](#)

Oestreich, Dan, [Driving Fear Out of the Workplace](#)

Patterson, Kerry et al, [Crucial Conversation, Tools for Talking When Stakes are High](#)

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Wheeler, Donald, [Understanding Variation: the Key to Managing Chaos](#)

Brainstorm the groups who have expectations around how the activity is carried out.
For each group, determine their primary and secondary perspective using the criteria below:

- R** = direct recipients of the product or service (eg. “customers,” clients, user groups)
- P** = those responsible for producing the product or service (eg. staff, supervisors, partners)
- F** = those responsible for financing or funding the strategy or process (eg. OFM, legislature)
- M** = those responsible for supporting the ability to produce the service (eg. managers, directors)
- A** = those who benefit from or advocate for the strategy or process (eg. communities, citizen groups, lobbyists, advisory groups, sometimes called “stakeholders”)

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WORKSHEET 2: IDENTIFYING EXPECTATIONS

Process, Activity, or Strategy _____

Expectations from the Perspective of Direct Recipients of Service (AKA “Customers”)

From worksheet 1, select the five most significant RECIPIENT groups - those with R as a primary or secondary perspective. Put yourself in their shoes, and identify each group's specific expectations of your service. For each expectation, identify how they determine if it was met.

Recipient/Customer	Expectation(s)	How Customers Determine if the Expectation was met

Expectations from the Perspective of Advocates and Beneficiaries (AKA “Stakeholders”)

From worksheet 1, select the five most significant BENEFICIARY groups - those with A as a primary or secondary perspective. Put yourself in their shoes, and identify each group's specific expectations of your service and how they determine if those expectations were met.

Advocate/Beneficiary	Expectation(s)	How Beneficiaries Determine if their Expectation was met

Identifying Expectations from the Perspective of Producers (AKA “Staff” and “Partners”)

From worksheet 1, select the five most significant producers - groups with P as a primary or secondary perspective. Put yourself in their shoes, and identify each group’s specific expectations of the activity and how they determine if those expectations were met.

Producer/Partner	Expectation(s)	How Producers Determine if the Expectation was met

Identifying Expectations from the Perspective of Financers (AKA “Authorizers”)

From worksheet 1, select the five most significant FINANCER groups - those with F as a primary or secondary perspective. Put yourself in their shoes, and identify each group’s specific expectations of your service and they determine if those expectations were met.

Financer/Authorizer	Expectation(s)	How Financers Determine if the Expectation was met

Identifying Expectations from the Perspective of Managers

From worksheet 1, select the five most significant MANAGER groups - those with M as a primary and secondary perspective. Put yourself in their shoes, and identify each group's specific expectations of your service, and how they determine if those expectations were met.

Manager Group	Expectation(s)	How Managers Determine if the Expectation was met

WORKSHEET 3: RELATING OUTPUTS AND OUTCOMES TO PERSPECTIVES

Activity: Auditing construction industry to discover contractors not paying their fair share of taxes

Perspective	Output	Immediate Outcome	Intermediate Outcome	Ultimate Outcome
PRODUCER Auditor	Audits conducted	Inspector gains experience in identifying people who are not in compliance	Inspector becomes more proficient at gaining compliance	Inspector generates more revenue
"CUSTOMER" Unregistered contractor	Dollars owed	Non-payers have information needed to pay their fair share of UI	Unregistered contractors pay their fair share	Rates are reduced for registered contractors
BENEFICIARY Registered contractors	Non-payers caught	Unregistered contractors no longer have unfair cost advantage	All bids for a job will include the full costs of doing business	Registered contractors receive more business, since they are more competitive
FINANCER Legislature	Dollars collected	Additional revenues come in to UI fund	More dollars available for unemployed workers	Rate hikes (taxes) can be postponed or reduced
MANAGER Program Dir.	Reports completed	Manager has information about problems and patterns	Managers can adjust inspection patterns to reflect need	Complaints about unfair enforcement are reduced

Activity: _____

Perspective	Output	Immediate Outcome	Intermediate Outcome	Ultimate Outcome
PRODUCER				
CUSTOMER				
BENEFICIARY				
FINANCER				
MANAGER				

WORKSHEET 5: DEVELOPING TARGETS AND PROCESS MEASURES

Process, Activity or Strategy _____

Product or Service _____

1. Go back to worksheets 3 and 4. Identify no more than 3 expectations of **recipients or advocates** that are causing you the most grief. HINT: check out the expectations that they indicate are (A) really important to them and (B) not being met.

a.
b.
c.

2. Pick one to focus on. Measuring in recipient-relevant terms, identify what you want to do:

(INCREASE/DECREASE) the _____
circle one *MEASURE of OUTPUT or IMMEDIATE OUTCOME*

resulting from the _____
PROCESS or ACTIVITY

3. Do you have a baseline measure? If not, how will you obtain that information?
4. **IF** you have a baseline, do you have any benchmarks of process or outputs? If not, where could you find some?

5. Using your baseline and benchmark information – and your judgement - define the target.

(INCREASE/DECREASE) the _____
circle one *MEASURE of OUTPUT or IMMEDIATE OUTCOME*

from _____ per _____ to _____ per _____ by _____
BASELINE MEASUREMENT *TARGET MEASUREMENT* *TARGET DATE*

6. What kind of 'honest and dishonest cheating' might you expect in the drive to this target? What might get 'thrown over the fence?' What could you monitor to check for that?

Potential "Honest or dishonest cheating"	Potential Indicators (process measures)

STRATEGIC PLANNING

Product or Service _____

from _____ per _____ to _____ per _____ by _____
BASELINE MEASUREMENT TARGET MEASUREMENT TARGET DATE

- a. Staff – number, skills, commitment, focus, etc.
- b. Equipment or supplies - quantity, quality, accuracy, speed, capacity, etc.
- c. Methodology – redundancy, duplication, bottlenecks, delays, rework, etc.
- d. Space – size, lighting, layout, proximities, etc.
- e. Supplies – quality, quantity, availability, etc.
- f. Directives – clarity, consistency with other directives
- g. Designated authority – to decide, recommend, do, prevent, veto

[illegible]

WORKSHEET 7: TELLING YOUR STORY

Performance Measure MADlibs

_____ spend their time _____ing

PRODUCERS

ACTIVITY or STRATEGY

and (give, send, present) the resulting _____to

OUTPUT

RECIPIENT(S)

who need it in order to

IMMEDIATE OUTCOME

We believe that the _____ will
help _____

IMMEDIATE OUTCOME

RECIPIENTS

INTERMEDIATE OUTCOME

and result in _____, as
long as _____

OTHER IMMEDIATION OR ULTIMATE OUTCOMES

OTHER FACTORS OUTSIDE OUR CONTROL

If we don't _____or

ACTIVITY OR STRATEGY

OTHER ADVERSE FACTORS

we believe that _____is more likely to
happen.

UNDESIRABLE ULTIMATE OUTCOME

We know our work is effective because

MEASURE

_____ IMMEDIATE OR INTERMEDIATE OUTCOME MEASURE

In order to _____ in a way that will

ACTIVITY
OUTCOME

ULTIMATE

_____,

_____ need

PRODUCERS and PARTNERS

_____ that

can _____,

EQUIPMENT

EQUIPMENT CAPACITY MEASURE

_____ that

can _____,

MATERIAL/SUPPLIES

MATERIAL CAPACITY MEASURE

_____ that

can _____,

FACILITIES

FACILITIES CAPACITY MEASURE

_____ that

can _____,

OUTSIDE EXPERTISE
MEASURE

SUPPLIER PERFORMANCE

They need information
about _____,

RECIPIENT AND ADVOCATE

EXPECTATIONS

as well as data
about _____.

STATISTICS, ENVIRONMENTAL

FACTORS

They need _____ from

_____,

SUPPORT

MANAGERS

that will permit/prohibit _____

_____.

ORGANIZATIONAL FACTORS A MANAGER CAN CONTROL

They must be able
to _____.
SKILLS, ABILITIES, COMPETENCIES

To obtain those skills, expertise, equipment and logistical support, we need
_____ and an allocation of at least _____. We also
need _____
DOLLARS FTES

AUTHORITY/SPONSORSHIP

We know that having these resources will help us to
achieve _____
_____ because

OUTPUTS AND OUTCOMES

BENCHMARK INFORMATION

